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ABSTRACT

Two social studies units, one on juvenile delinquency and one on crime and justice, are presented for the ninth grade level. The three-week juvenile delinquency unit focuses on special problems that minors face regarding the law. Students learn the difference between juvenile and adult courts and between status and delinquent offenses. In addition to textbook assignments, students view filmstrips, "You and the Law" and "Juvenile Problems;" role play a visit with the county attorney about family law; hear a resource person from the local child abuse group; and play a simulation game, "Kids in Crisis." In the seven-week crime and justice unit students examine and experience the problems of the criminal justice system. Prisons and the theory of punishment and rehabilitation are also examined. Simulations include a mock trial and a game which gives insight into the work and problems of law enforcement officers. Objectives; key concepts; a daily outline; study guides for textbooks, tests, and attitude surveys; and a bibliography of texts, games, audiovisual materials, and reference books are included for each unit. (KC)

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ED179472

Juvenile Delinquency

Crime and Justice

Two 9th Grade Social Studies Units

SP 012 185

Edison Junior High School
Janesville, Wisconsin
1977-78

INTRODUCTION

The following units, Juvenile Delinquency and Crime and Justice were designed as part of a multidisciplinary 9th grade social studies curriculum at Edison Junior High School in Janesville, Wisconsin. Called the "HASPEG" curriculum, the design and content of this curriculum were based on the following ideas:

1. The course offering is elective.
2. The students have a working knowledge of all the social studies disciplines.
3. Students at this level are more inclined toward active learning than passive studying.
4. Learning concepts and processes has more lasting value than learning specific content material.
5. Students at this age are ready to begin clarifying their own personal value systems.

Consequently, each unit has been designed to have high interest value, simulations when possible, extensive use of classroom discussion, value clarification techniques, use of local resource people, key concept tests, and individually selected projects to demonstrate creativity and grasp of the topic. Our curriculum is constantly changing due to new materials, student response and community team evaluation. The law-related aspect of our curriculum was originally more happenstance than design. After teaching this curriculum for a number of years, we began to realize how everpresent the role of law was in each topic area. Now we consciously emphasize that role. We strongly feel that this non-traditional curriculum is not "watered down" but student-oriented. The following is a brief synopsis of the eight units currently being taught.

MINORITIES

This unit focuses on the legal and social handicaps that minority groups face. The groups include blacks, the elderly, American Indians, women and Japanese Americans. A major expectation is that the students' consciousness level will be raised.

POVERTY AND WELFARE

Students are confronted with the conditions of poverty and welfare which make it difficult for the poor to escape or emerge from their situation. While there is a great deal of emphasis on factual and statistical data, the real emphasis in this unit is how can we deal with the social suffering and unequal opportunities that the cycle of poverty imposes. A related question is also analyzed: Do laws affecting poverty and welfare help or hinder the recipients?

CRIME AND JUSTICE

In this unit students examine and experience the problems of the criminal justice system. Extensive use is made of simulations and resource people in this unit. The simulations include a mock trial, Innocent Until.., and Police Patrol which gives some insight into the work and problems of law enforcement officers. Lawyers specializing in criminal law and police officers help debrief these simulations. Prisons and the theory of punishment and rehabilitation are also treated in this unit.

YOUTH CULTURE

The title of this unit is somewhat misleading since the students study their "youth culture" through introspection. The real focus is on adolescent problems and conflicts. The format allows individual students to choose various topic areas of concern. Rescheduling and regrouping individual students out of their regular class setting puts them into small (15 or less students) groups. The topics include shyness, personality roles, dealing with anger, emotions, competition, setting goals, group pressure and jealousy. When students are not scheduled for one of the small groups, they express themselves in a combination anthology-logbook activity. We often refer to this unit as a chance to get your head on straight.

JUVENILE DELINQUENCY

The special problems that minors face in regard to the law is the focus of this unit. Students learn that the juvenile court functions on a different basis from the adult system. They learn the difference between status and delinquent offenses. They play Kids in Crisis to experience the workings of a juvenile court. They are encouraged to react to the problems of the juvenile system as they see it.

LAW AND THE CONSUMER

The modern consumer, faced with many and complex decisions, must have a grasp of the legal implications of consumerism. The student investigates the law of contracts, his right to product safety, guarantees, labeling and the consumer redress process. This unit is oriented toward survival economics rather than economic theory.

PROBLEMS OF THE CITIES

The problems of cities are present right here in our own community. The students delve into the crises of transportation, housing and pollution that we face. They study the use of zoning, planning and the growth of "new towns" as possible solutions. We also spend some time on the possible alternative energy forms, solar and wind energy.

ALCOHOL AND OTHER DRUGS

The emphasis here is not on the physiological aspects of abuse but on the psychological and social implications involved. While the physiological effects are covered, there is no attempt at "scare" techniques. Rather, we try to examine why individuals do use mind altering substances. The use of recovering alcoholics and drug addicts is an essential part of this unit.

* * * * *

The Juvenile Delinquency unit runs 3 (three) weeks, the Crime and Justice unit 7 (seven) weeks. Classes of approximately 25 students meet daily for 50 minutes. The physical layout of the classes is within a "pod", allowing close team teaching and easy combination of classes into a larger group for special presentations. The units were field-tested with 10 classes during the 1977-78 academic year, team-taught by teachers who developed them: Keith Mueller, John Goelzer, Jim Gallup, Dean Einerson, and Ed Schroeder.

JUVENILE DELINQUENCY

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JUVENILE DELINQUENCY

Teaching Outline

Generalization: Our society has seen a need for a separate and unique system of justice for those citizens who have not yet reached the age of majority. The philosophy of the juvenile court system is to correct rather than punish.

Terminal Behavioral Objectives:

1. Each student will complete a project of his own choosing that illustrates a knowledge of one or more of the key concepts of this unit.

2. Each student will be able to list 6 factual statements and 6 value statements about the topic.

3. Each student will get a majority of the items correct on a test of the key concepts.

4. Each student will complete the selected stories and logbook activities for this unit.

Key Concepts:

juvenile
judged delinquent
age of majority
probation
juvenile court
status offenses
youth home
group home
foster homes
divorce
runaway
truant
incorrigible
curfew violation
juvenile rights
correctional institution
family law
child abuse
custody
separation

First Week

Day 1 - Teacher will give pre-test to all students, who will fill it out individually. The teacher will then chart the responses on the board. The teacher will then lead a discussion on each item.

Day 2 - Show the filmstrip You and the Law - Part I. Have the group decide which answer is best for each item on the discussion sheet.

Day 3 - Show the filmstrip You and the Law - Part II. Have the group decide which answer is best for each item on the discussion sheet.

Day 4 - The class will explore the concept of youth citizenship by answering the survey sheet on citizenship which appears on pages 12-14 of Youth and the Law. The teacher will chart the responses on the board. Each item should be discussed with encouragement of dissenting or minority opinions.

Day 5 - Give pre-test on Family Law. Hand out Law and the Family Synopsis. Discuss each item on the pre-test after the students have read the synopsis.

Second Week

Day 1 - Three students will role-play a visit with the county attorney about Family Law. A resource speaker from Rock County Social Services will outline what Rock County offers in this area. There should be ample time for questions.

Day 2 - A reading about a typical child abuse case will be read by the teacher. A resource person from the local Child Abuse Group will outline the purpose of the group and then entertain questions.

Day 3 - Read pp. 60-70 in Youth and the Law. Be sure to emphasize the juvenile court procedure and the Kent case.

Day 4 - Read pp. 70-79 in Youth and the Law. Be sure to emphasize how these precedents apply today. Point out that Rock County does have provision for jury trial.

Day 5 - Read pp. 80-81 in Youth and the Law. Have either the juvenile court judge or a probation officer present to help lead a discussion on how Rock County's Court operates and what improvements can be made.

Third Week

Day 1 - Show the Juvenile Problems filmstrip. Ask each student to write down what they think is happening. Discuss the anatomy of the whole filmstrip and the range of emotions displayed by the characters. Time for students to work in their logbooks may be provided.

Day 2 - The teacher will introduce the simulation Kids In Crisis. Students will play the game.

Day 3 - If any further playing time is needed, do this immediately. Then the teacher and a juvenile probation officer will help debrief each group as they report.

Day 4 - Give a fact value test, that is, a free form essay test based on discussions in class. Students may use the remaining time to work on logbooks.

Day 5 - Key concept test. When all students have finished test, correct the test in class with explanations.

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PRE-TEST - JUVENILE DELINQUENCY

Name_____
Hour_____

Mark either yes or no as to whether or not the following acts are delinquent.

Yes__No__1. Two 16-year-old boys pursue an aged man down a dark side street, attack him, seize his money, and leave him bleeding and badly hurt on the sidewalk.

Yes__No__2. A 14-year-old girl tours a shopping center each weekend, shoplifting dozens of items, such as purses, jewelry, and cosmetics. She brags about her escapades and is caught when someone tips off the police. She explains to the police, "I'm really not a thief. I did it only for kicks."

Yes__No__3. When a high school basketball game ends with a victory for the home team, two youths go downtown and purchase several dozen eggs. To show their school spirit, these 17-year-olds tour the town in a car, pelting pedestrians and automobiles. Upon arrest, the youths offer to "pay for any damages."

Yes__No__4. During a history test, a request comes over the intercom for the teacher to go to the main office to answer an important telephone call. When the teacher leaves, a 15-year-old boy starts to copy some answers from a "gyp" sheet. The teacher returns sooner than expected and catches the cheater. "This will mean a zero and possibly other action," the teacher points out.

Yes__No__5. A high school senior places a large firecracker, called a "cherry bomb," in the ventilator shaft of a rest room in the school. After some minutes, the slow-burning fuse explodes the bomb, starting a rapidly spreading fire in the waste paper that has collected in the shaft. Although the students are safely evacuated, the second floor of the building collapses, destroying the gymnasium, six classrooms, the library, and the school offices, forcing the school to close. Damage is estimated at $550,000. "It was just a prank," the senior says remorsefully. "I didn't think anything would happen."

Yes__No__6. An elementary school teacher uses the "honor" system for keeping money in her desk drawer for those students who forget their lunch money. When no one is looking, a girl takes $6. Traced (after sharing her secret with class-

mates), the girl explains that she did not need the money, but was just tempted to take it.

Yes___No___ 7. On a Sunday evening, a group of boys pass the fenced-in lot of a soft drink distributing firm. They climb the fence and discover that the keys have been left in the parked trucks. Wildly, the boys begin bumping and smashing the trucks into one another. After the arrival of the police, the boys survey the broken front bumpers, smashed front fenders, damaged lights and cracked windshields, but can offer no explanation for their behavior. In fact, one boy exclaims, "Did we do that?"

Yes___No___ 8. Two 6-year-old boys wander into a school parking lot during summer vacation to observe workmen heating tar to repair a roof. After the workmen leave for the day, the boys find some tar in an open barrel. They dip several long sticks into the soft tar and then smear the substance over the bricks of the building. By the time the boys are observed and made to stop, they have defaced hundreds of bricks, necessitating a costly cleaning job.

Yes___No___ 9. The school attendance officer stops his car alongside two 14-year-old girls who are strolling down Main Street. They admit skipping their afternoon classes on the average of twice a week for the past month. "We don't like school, and we just wanted to go home early," one of the girls explains.

Yes___No___ 10. A 20-year-old youth and his 17-year-old girl friend are parked in a secluded spot one evening at the edge of town. From his pocket the youth removes a neatly wrapped packet that contains two marijuana cigarettes. He lights both, then hands one to the girl. Minutes later, as the car interior begins to fill up with smoke, the youth is startled by the flashlight of a policeman. "Roll down your window," the policeman orders. "I want to talk to you."

Yes___No___ 11. A commuter train slowly leaves a suburban station. Two boys throwing rocks at birds in a nearby wooded area see the train come round a curve. At the precise moment of passing, the boys throw golf-ball sized rocks at the train's windows. A commuter's glasses are smashed by the rocks, and only the fact that he was holding a newspaper in front of his face saves him from possible serious injury. Later, the boys explain to the police that they merely intended to hit the train, but not its windows.

Yes___No___ 12. A group of high school youths attend a house party at which beer is served. When the party ends after midnight, most of the youths go over to a nearby country club where they tear down fences, drive automobiles across the golf course, throw garbage pails into an adjacent lake, break into the refreshment stand, and steal ice cream, soda and cigarettes. The police report concludes with the statement, "The youths had been drinking."

Yes___No___13. Four university students stop for a snack at a roadside restaurant on a state parkway and notice a trooper's cap on a window sill. They take the cap for a souvenir for their dormitory room, but are noticed as they leave. The trooper pursues the boys, and later arrests them for larceny. "But it was just a joke!" the boys protest.

Yes___No___14. At a southern ocean resort where students gather at vacation time, a large number of youths are engaged in a game of "blanket tossing" of girls into the air. Other boys are frolicking about the beach, encouraged by girls who cry, "Monkey, monkey!" The police arrive and order dispersal. The youths insist that they are doing nothing wrong. Soon beer cans are hurled, and several policemen are injured. The arrested youths allege that they are innocent.

Yes___No___15. With a quick sweep of his hand, a 9-year-old boy clears the rack along the classroom blackboard, causing erasers and pieces of chalk to skitter across the floor. "Pick them up, Johnny!" the teacher orders. "I won't!" is the reply. "And last week you purposefully smashed Paul's project," the 4th grade teacher adds.

DISCUSSION SHEET

Name_____
Hour_____

Filmstrip: You and the Law

I. Answer the following:

1. What do you think might happen if suddenly all laws were abolished in your community, and anyone was able to do anything he or she pleased?

_____

_____

Could such a situation continue for long?_____

Why or why not?_____

2. Is the prospect of jail the worst possibility you have to face if you are arrested and convicted of a crime?_____

Explain_____

3. What is the difference between civil law and criminal law?_____

_____

4. What is the difference between a felony and a misdemeanor?_____

_____

5. What are some differences between the juvenile court and an adult criminal court?_____

_____

6. What can be done about laws which are unfair, outdated, or both?

_____

_____

II. Identify the following:

7. Breaking into premises in order to steal_____

8. Theft of property_____

9. Standing around in such a manner as to threaten the peace or injure another person_____

10. Deliberate defacement or destruction of property_____

11. Unauthorized absence_____

12. An offense defined as a serious crime_____

FAMILY LAW PRE-TEST

How Well Do You Know The Law?

True or False

1. There can be no legal punishments if an engagement to be married is broken.

2. Insane people have a constitutional right to get married.

3. Drug addicts and chronic alcoholics may get married so long as they buy a marriage license.

4. You must have a blood test before you can get married.

5. If two people live together long enough in some areas of the United States, they may be considered legally married.

6. Husbands have a legal duty to support their wives, but their wives do not legally have to support them.

7. A wife is expected to live wherever her husband wants, if it does not harm her well-being.

8. Parents do not legally have to support their teenage children, if they are employed between the ages of 16-18.

9. Parents may keep all of their children's earnings until they turn 18 years of age.

10. Parents can legally punish their children however they want to.

11. Parents can be held responsible for all damage caused by their children until they become adults.

12. Dependent children can be expected to support their parents.

13. A child may sue his or her parent for non-support.

14. If a woman is married at the time she becomes pregnant, the law considers her husband the father even though he says he isn't.

15. Illegitimate children can inherit from both their mother and father.

16. Single people legally cannot adopt children.

17. Legal separations (not a divorce) may last for 30-40 years.

18. If Tom age 17 and Sally age 16 fool their parents into thinking that Sally is pregnant so that their parents give their permission for them to be married, and their parents find out three weeks later that Tom and Sally had lied, they could not force the two to get a divorce.

19. A marriage is a legal contract.

20. If a wife is found at fault in a divorce, she usually loses custody of the kids, but can still collect alimony.

LAW AND THE FAMILY SYNOPSIS

I. Engagements

An engagement is a voluntary agreement between two people who agree to get married. Engagements do not require legal sanction and the engaged couple may agree to "break up" without requiring legal permission. However, there are certain conditions which may be supported by law in the event of a "break-up".

1. If both parties agree to break up, then each is obligated to return any gifts received from the other that were given with their future lives together in mind, such as a ring, furniture, appliances, etc.

2. If only one person decides to break the engagement, then the other person who still wanted to marry may keep all gifts given to him or her and the one who decided to end the engagement may be obligated to return all gifts given to him or her in anticipation of marriage.

3. If the one who did not want to break the engagement can prove that the broken engagement really humiliated (embarrassed) him or her, or seriously damaged his or her ability to get married again, he or she may sue the other person for substantial money damages, if such a suit is recognized as legal by the state in which they are living. This is known as a "breach of promise" suit.

II. Marriage

A. Restrictions

1. Blood relations: Such as brothers and sisters, first cousins and sometimes second cousins.
2. Age of Consent: Parents must approve the marriage if either of the two is under age 18.
3. Insanity and Feeble-mindedness: Most states will not permit mentally "incompetent" people to get married.
4. Venereal Disease: Most states require a blood test and if V.D. is discovered in either individual, then they will not be allowed to get married until the disease has been treated and brought under control.
5. Drug addicts, chronic alcoholics, habitual criminals, epileptics, tuberculosis: same as with venereal disease.
6. Bigamous marriages: You cannot get married to anyone as long as you are still legally married to someone else.
7. Other restrictions: 1) You must have a blood test.

2) Obtain a marriage license from the state. 3) A short waiting period of 5 days from the time you buy the license to the time you get married. 4) A ceremony performed by a duly authorized official, such as a clergyman, judge, or justice of the peace. 5) Wisconsin does not recognize "common law marriages", where both people agree to live with each other. Once a marriage is considered legal in the state it is performed in, it is considered legal in all of the other states.

B. Legal Consequences

1. Each has the duty to live with the other and the right to expect the other to do likewise.
2. Each has the right to live with each other as man and wife. (Cohabitation)
3. Each has the duty to be physically faithful to the other.
4. Each has the duty not to mistreat or injure the other physically or mentally.
5. Husbands have a legal duty to support their wives, such as home, food, clothing and other "necessaries" of life. Wife may aid the support, but there is rarely a legal duty to do so, although it does happen once in a while.
6. Husband has the right to select the place where they will live, as long as it is not injurious to his wife's health and well-being. Wife has legal obligation to go with him as a result of her marriage contract.
7. In some states (for example, California and Pennsylvania) all property and cash is owned jointly. Wisconsin is not one of those states.
8. Married people have the right to have children.

C. Marriage and children

1. Parents have a legal right to support their children with food, clothing, shelter and other "necessaries" of life (such as an education).
2. Parents have a legal right and duty to discipline their children but they may not endanger them physically, such as by beating in a way that requires medical attention or permanently injures or disables.
3. Children have a duty to obey their parents' reasonable restrictions and rules and to support their parents when necessary.
4. Parents may be liable in some instances for damages caused by their children, if they either encouraged such behavior or were negligent in supervising or controlling the child's behavior. Otherwise, they are not legally responsible.
5. Until a child reaches adulthood (age of majority or 18 in Wisconsin) parents are entitled to the child's services without pay. Parents may even receive whatever the child earns if he or she performs these services for anyone else. (There are some legal exceptions, however.)
6. A child may by himself or herself, or by a legal guardian, bring a court action against a parent, if they are not providing for support.

7. In the event of child abuse, the state may intervene to remove the child from the parent and/or bring criminal charges against the parent.
8. If a woman is married at the time she has a child, the law considers her husband the father of the child, even if he denies it.
9. Unwed mothers may sue the supposed father in a paternity suit, even if he denies it, for support of her child. She must prove, however, that he is the father.
10. Illegitimate children may inherit from both mother and father.
11. Parents and, in some cases, single persons may legally adopt children. Once adopted, the child then has all the rights and responsibilities of "natural children."

III. Marital breakups (annulments, separations and divorces)

A. Legal separations are binding agreements between the parties where:

1. Neither party must live with the other.
2. Husband must still support wife.
3. Both must legally remain faithful.
4. Separation may last indefinitely.

B. Annulments

1. Marriage never considered legal or proper in the first place.
2. Occurs if either party didn't meet the minimum requirements for marriage.
3. Occurs if one of the parties deliberately misrepresented an important fact, that if known would not have led the other party into marriage.
4. Should be sought shortly after marriage ceremony; otherwise, court may consider the marriage to have been accepted as is.

C. Divorce (Legal ending of an unsuccessful marriage)

1. Two Types

a. No Fault (property usually divided)
b. Fault (must prove one individual is guilty for breaking marriage contract)

2. If husband is found at fault, he may have to continue to support both wife and children.
3. If wife's fault, he may not have to support wife, but may still have to support children.
4. Court decides custody of children, but in most cases, children remain with their mother.
5. Court decides division of property.
6. Many states require a trial separation for a certain length of time before a divorce may become final.
7. Grounds for divorce may be anything which violates any part of the marital contract.

8. If one of the parties disappears for a certain length of time, the court may presume that he or she has died and will grant a divorce.
9. After a divorce, your freedom to move and right to remarry will depend on income, alimony, child custody, and child support.

A VISIT WITH THE COUNTY ATTORNEY

Dave: We came to see you, Mr. Greer, because yesterday in class we were reading about the rights of parents. We want to know about kids' rights. We thcught you could help 'cause you're the County Attorney.

Mary: Yeah, how can kids protect themselves from their parents? I mean, not all parents are that good.

Mr. Greer: Well, I'll try to help you as much as I can. Giving information is part of my job.

Dave: We read that parents can give their kid away. What if the kid gets put into a rotten home?

Mr. Greer: Are you talking about adoptions?

Dave: Yeah, and foster homes, too.

Mr. Greer: Then let's talk about them one at a time. Adoptive homes first. Babies are usually placed with people who have proven that they can give a baby a good home. These people apply to an agency like SRS or Lutheran Welfare or Catholic Charities. These agencies have a state license. To get a license they must have college-trained workers. These workers are social workers. They have studied about children and their needs.

Mary: But what about rules for parents who want to adopt?

Mr. Greer: I was getting to that. Parents who want to adopt must prove they are able to care for a child. They must be mentally healthy. There are not nearly enough children for all the parents who want to adopt. So who do you think gets the children?

Dave: Only the best ones. But you've forgotten something. A mother doesn't have to go through an agency to give up her baby. She can put her child anywhere she wants.

Mr. Greer: That's not true, Dave. The District Judge must approve any couple before they can adopt. The judge tries to do what is best for the child. And it is safer for those who adopt to go through an agency. That way they get important facts about the baby. They can be sure the baby is normal. The agencies always tell adopting parents if the child has mental or physical problems.

Dave: Okay, now what about foster families?

Mr. Greer: Foster families are usually chosen carefully. They have to get a license every year to keep their foster children. And they get small monthly payments from SRS to help support their foster children.

Mary: I know a kid who has to live with his aunt and uncle. They don't even like this boy. His uncle is always beating on him. Just because they're relatives, can they do whatever they want?

Mr. Greer: There's one thing you've forgotten, Mary Kay. No one may purposely injure a child. Purposely injuring a child is called "child abuse." The injury may be physical or emotional. "Physical" means like breaking a child's rib or badly bruising him. Or it might be leaving tiny children all day without care. "Emotional" might be making the child feel hated. Child abuse is against the law, even for parents.

Dave: Sure, it's against the law, but does anyone ever get into trouble for it?

Mr. Greer: Child abuse cases are very common. We've had four cases already this month. Still, we don't like to haul people into court and break up families. If a child is hurt by his parents, we try to protect the child. We put him into a foster home for a while, if that's necessary. We try to counsel the parents. Sometimes they don't know how to treat kids. Often they were abused as children, too. Here's one case I handled about a year ago. These aren't the real names, by the way.

A neighbor rushed LuAnn's baby to the hospital. She told the doctors that LuAnn brought the baby, Tommy, to her apartment. LuAnn said that Tommy had fallen out of his crib. The doctor found that little Tommy had teeth marks on his arms, bruises on his back and thighs and several swollen bumps on his head. The baby was put into a foster home. His mother got counseling. With the help of a psychologist and social worker, the judge decided that LuAnn would never be a fit mother. So Tommy was kept in the foster home for several months. Then he was adopted by another family.

Mary: But usually parents don't tell anyone that they beat their children. Who does report child abuse? And who can one tell . . . about this friend of mine, for example?

Mr. Greer: Anyone who knows about or suspects child abuse can call the SRS in his county. Even the child who is being abused can call. They could also call the county attorney or the county nurse. It's against the law for teachers or medical people to know about child abuse and not report it.

Dave: What if I reported a person who beat up his children and he found out. I might get beat up, too!

Mr. Greer: The county attorney, SRS, and the county nurse keep the names secret. Their jobs are to help children. They're not going to get someone into trouble for trying to help them do their job. They do take the name of the caller down if the caller wants to give it. Then later they let the caller know what happened.

Dave: Mr. Greer, we read that parents have to take care of their children's needs. But what if they can't?

Mr. Greer: Parents brought their children into the world. So they must support and protect these children. And it doesn't matter whether the parents are married or not. They are always responsible. If they purposely do not take care of their children, the parents may be punished harshly. They may be jailed. But if parents just don't have money to take care of their children, there are places they can go for help.

Dave: Mr. Greer, no offense, but my dad says he would rather starve than take money from charity.

Mr. Greer: Does your dad pay taxes?

Dave: You bet! About three thousand dollars a year.

Mr. Greer: When Americans make money, they have to pay taxes. Part of the taxes they pay go to welfare. So if a man is having a hard time, going on welfare is not too awful. As soon as things improve for him, he must start paying taxes again.

Dave: But what about these other places that parents can go for help?

Mr. Greer: Social security and unemployment insurance are paid for out of the salary of the worker. The man he works for puts in some money, too. And the employer pays all the money for unemployment compensation.

Mary: Yeah, don't people pay for those whether or not they are used?

Mr. Greer: They sure do.

Dave: Well, what about the Salvation Army and "FISH"? And St. Vincent what-ever-you-call-it?

Mr. Greer: These are groups of people who want to help others. They enjoy being helpful.

Mary: And the county health nurse?

Mr. Greer: The taxpayers hire county health nurses to give information on how to get help in medical emergencies, information about where to get money to pay medical bills and information about

birth control.

Dave: Most of my class was pretty disgusted that parents could take a child's earnings. Isn't that awfully unfair?

Mr. Greer: This is a law, Dave, which is not often used by parents. It is written to protect families. Suppose there was a very large family which had hardly enough money to live on. Suppose one daughter gets a good-paying job. Is it fair that she could have luxuries while the other children did not have the things they needed?

Dave: Probably not, but what about having to support one's parents? When my folks are old, I'll have kids of my own.

Mr. Greer: Just like your parents took care of you, you'll try to take good care of your own children. For 18 years. Don't you think they will owe you some sort of help when you are too old to work?

Mary: Don't most old people have social security or pensions anyway?

Mr. Greer: Of course. Few old people would want their children to support them. And most children think enough of their parents to want to help out in emergencies.

Dave: Hey, this is changing the subject, but most of us join our parents' religion. Could we change to another religion if we wanted to?

Mr. Greer: Some parents would not mind if their children joined a different

church. So there's no problem. And courts have ruled that young people may choose their own religion, just as their parents can. Of course, one has to be mature enough to clearly understand the choice he is making.

Mary: Mr. Greer, sometimes a teenager wants to see a doctor for a very personal reason. Do we always need our parents' permission?

Mr. Greer: Not if a teenager is married, or pregnant, or thinks she is pregnant. And if a teenager thinks he has venereal disease, then he doesn't need his parents' permission for medical care.

Mary: Does the doctor have to tell the parents he checked their kid?

Mr. Greer: He doesn't have to. It is up to the doctor. But if the doctor checks for V.D. or pregnancy and finds out there is none, the doctor cannot tell the parents.

Mary: I think it's dumb that kids need parents' permission for medical care. I know this other kid who wanted to kill himself. His parents wouldn't even let him go to our school counselor. They thought the counselor would spread the family problems all over the place.

Mr. Greer: A young person may need care from psychologists or psychiatrists because he might hurt himself or others. His parents couldn't stop him from getting help. In a case like this,

he doesn't need their permission.

Mary: Mr. Greer, what kinds of rights do kids have when their parents get a divorce?

Mr. Greer: Remember, Mary, the court tries to protect children by seeing that they are placed with a fit parent. If possible, the court makes sure that support payments are large enough.

Dave: Is it true that judges give most kids to their moms?

Mr. Greer: Usually, Dave. Most fathers couldn't keep a home very well by themselves.

Dave: If my parents got divorced, I'd sure rather live with my dad. Would I have a choice?

Mr. Greer: If both parents are fit and want their children, the judge may allow older children to make a choice. By older, I mean at least 14. The judge tries to decide what is best for younger children. He often listens to young children's wishes, too.

Mary: This is kind of going backwards, but if parents can take a child's earnings, can they sell his property?

Mr. Greer: Parents don't have any real control over the property of a child under 18. If a child has a lot of property, the court names a guardian.

Dave: Excuse me, but how could a kid get a lot of property?

Mr. Greer: Perhaps a grandparent left him some land or money. Then the court names a conservator. The conservator is usually a parent. The job of the conservator is to protect the property of the child. He can't sell the property unless the court gives permission. The court would only give permission for sale if the sale would help the young person. Suppose some land had a very high value. This value might begin to drop. So the court might let the conservator sell the property. The conservator could not spend the money from the sale. He would have to save it for the child until the child reaches 18.

Dave: What if the kid needs the money?

Mr. Greer: Suppose the young person was able to go to college when he was 17. The court might allow the guardian to sell the child's property and give the money to the young person. But the court would only give permission if it thought that was best for the young person. For example, they probably wouldn't let him use the money to buy a car.

Mary: Speaking of conservators and guardians and all that, could you tell us how children are protected when their parents die?

Mr. Greer: Just like in a divorce. Children 14 or over may suggest whom they would like as a guardian and conservator. Of course, the final decision is up to the judge.

Dave: Is it true the conservator can sell the children's property after the administrator has paid the parents' bills?

Mr. Greer: Yes, it is. But he can do this only to help the children. The court is on the child's side. It can make the conservator write a report for the court once or twice a year.

Dave: My parents don't have a will. So what happens if they die?

Mr. Greer: Do you mean, "What happens to the property?"

Dave: Yes, who gets what?

Mr. Greer: If both parents die, their property is divided equally among the children. If only one parent dies, all the property goes to the living parent. But sometimes that living parent is a stepmother or a stepfather. Then if there is only one child, that child gets half of the property and the stepparent gets half. If there are two or more children, these children divide two-thirds of the property. Their stepparent gets the other third.

Dave: What about me?

Mr. Greer: The court would find a guardian for you. You could help choose this guardian. The guardian follows the same rules as if your parents had a will.

Mary: This interview turned out to be lots longer than we expected. We really learned a lot, Mr. Greer. Thanks.

Dave: Yeah, thanks a lot.

Mr. Greer: It's part of a county attorney's job. Come again!

JIM AND NANCY - A STORY OF CHILD ABUSE

Officer Pete Jones received a phone complaint from Mrs. Newell about possible child abuse at her neighbors', the Wilsons. Mrs. Newell reported that she had heard loud shouting and children screaming on many different occasions. She further stated that she had seen the children frequently with black eyes, bruises and cuts. Mrs. Newell was sure that the children did not leave the house for weeks on end after one of the shouting episodes.

When Officer Jones knocked at the Wilsons' front door, Mrs. Wilson refused to let him in, saying that the children had colds and were sleeping peacefully. Mrs. Wilson assured Jones that Mrs. Newell was the neighborhood gossip and busybody. She said that she and her husband, Earl, were good parents who loved their two children. Of course, they had to discipline them now and then, but there was no abuse involved. Officer Jones asked if he could stop back in a few days to see the children. Mrs. Wilson said that would be fine.

Officer Jones checked at Jim and Nancy's school. He was told that each of the children had been absent numerous times for periods of three days to three weeks. They were exceptionally quiet students, who rarely said a word. Their teachers had noticed bruises and cuts on their faces and arms, but when questioned the children always claimed that they had an accident of one sort or another. The teachers also noted that Jim had had a broken arm this past year and that the girl had suffered a broken nose.

Pete Jones had to check fifteen area hospitals to get the rest of his information. The parents had been very careful, and the records showed that they had never taken the children to the same hospital more than twice. There were twenty-seven emergency room incidents involving both the children in the past two years.

Armed with this evidence, Jones went to juvenile court Judge Michaels and obtained a bench warrant to see and question the children.

When Jones appeared at the Wilsons', Mr. & Mrs. Wilson let him in reluctantly. When he asked to see the children, Mr. Wilson became very angry and refused to bring the children out of the bedroom. Officer Jones then produced the bench warrant. Mr. Wilson led the children out into the livingroom. Jim, the ten-year-old, stood with his eyes down and Nancy, eight, looked only at her father. When Officer Jones asked the children if they had been mistreated, they stood silently, saying nothing. After a long silence, Officer Jones got up to leave. Nancy ran to him and begged him to take her with him. Ten seconds later, Jim rushed over too. The children cried and told of beatings, chainings and lack of food. Mr. Wilson argued that he did only what any parent would do if he had naughty children. Officer Jones took the children with him to the children's home.

The next week, the Wilsons appeared in juvenile court with their lawyer, confident of regaining their children. To their surprise, the judge ordered the children to be placed with foster parents until such time as he was convinced that the parents were fit to handle the children.

JUVENILE DELINQUENCY KEY CONCEPTS TEST

Name_____
Hour_____

Directions: Place the letter of the definition by the correct word in the space provided.

1. _____ Juvenile
2. _____ Judged delinquent
3. _____ Age of majority
4. _____ Probation
5. _____ Juvenile court
6. _____ Status offenses
7. _____ Runaway
8. _____ Truant
9. _____ Incorrigible
10. _____ Curfew violation
11. _____ Juvenile rights
12. _____ Correctional institution
13. _____ Youth home
14. _____ Foster home
15. _____ Family law
16. _____ Child abuse
17. _____ Custody
18. _____ Divorce
19. _____ Separation

A. The age at which a juvenile becomes an adult by law.
B. A juvenile who frequently skips out of school.
C. When a juvenile is found guilty by a judge of consistently breaking the law.
D. A home other than that of the juvenile's parent where the juvenile is sent because of his inability to live at home.
E. A juvenile who will not remain at home with a parent or guardian.
F. Any individual who is between the ages of 7 and 18.
G. Having legal responsibility for a person who has not reached the age of majority.
H. When a married couple live apart from each other for a period of time.
I. Being under supervision for a period of time after being judged delinquent.
J. So bad that it is believed one can't change for the better.
K. A place where delinquents are sent in an attempt to correct their behavior.
L. A crime you can commit because of your age.
M. When a marriage is legally broken by request of either partner in that marriage.
N. A court set up to handle only juvenile cases.
O. When a juvenile is arrested for being on the streets of a city after a preset time.

P. When children are physically or mentally harmed or abused by their parent or guardian.
Q. Any law which concerns the family or any aspect of it.
R. A detention center for delinquents with a family-like atmosphere to aid in correcting their behavior.
S. All of the rights a juvenile has under the law.

JUVENILE DELINQUENCY KEY CONCEPTS TEST II

Name_____
Hour_____

Read each of the following situations and after each one write down whether it was a criminal offense, a status offense, or no offense at all.

1. Randy, John and Bill have been at a friend's house on Wilbur Street. Even though it is after midnight, they decide to walk home through town instead of calling home for a ride. Halfway home they are stopped by the police and told there is an 11:00 curfew in their town if you are under 16. All three of the boys are 14.

_____

2. Sue has always wanted a nice watch, but has never been able to afford one. One day in a local store when she thinks no one is watching, she carefully slips a watch into her coat pocket. She picks up something else and pays for it on her way out. Just as she is about to leave the store, the manager stops her and asks her to empty her pockets.

_____

3. Bob and Paul are playing frisbee in the park. Bob chases a wild throw from Paul, and because he has his eye on the frisbee, he runs into a small child. He knocks her to the ground and she suffers a concussion and broken arm.

_____

4. Tom was walking through a park when he noticed an elderly man buying some food from a stand. Tom noticed what appeared to be quite a roll of money in the man's hand. Tom follows the man for awhile until they are alone. Tom runs up behind him, knocks him down and takes away his wallet.

_____

5. Curt was completely frustrated with school. He was determined not to go. Each day he left for school in the morning, but never went. He then returned home in the afternoon. After three days of this, his mother receives a call from school, asking why Curt has not been there for three days.

_____

SUGGESTED STUDENT PROJECT ACTIVITIES

1. Opinion survey of attitudes held by adults about juvenile delinquents with at least 10 related questions asked of at least 15 adults.

2. Write a play about a juvenile delinquent showing the relationship between his delinquency and his family, community, school, friends and his overall attitude. (Play may be acted out.)

3. Seventh grade counseling experience. Students must submit a written request to the assistant principal, describing why they wish to do it and why they feel they are qualified to do it. A follow-up report should complete their assignment describing their experience.

4. Report on areas in the community that are prone to vandalism. Report should be three pages long or may be done in collage form.

5. Report (3 pages) on a tour of the Rock County Youth Home. Report should include interviews with social workers (counselors).

6. Investigate and report on the anti-shoplifting techniques used by three stores in the community. Include an interview with the manager.

7. Report (3 pages) on an interview with a judge who has handled cases of juvenile delinquents. Report should include a description on the difference the judge sees between dealing with juveniles and adults, and what the judge feels is important with his decision when he is dealing with a juvenile.

8. Make up a juvenile court case and act it out for the teacher. Trial should not last more than 15 minutes.

9. Write a story, diary, report, as if you were an individual juvenile delinquent resorting to illegal acts. Explain why you are doing it and how you feel about it.

10. Write a story, diary, report, as if you were a police officer describing your job and role in dealing with juveniles.

11. Do a collage showing one or more aspects of juvenile delinquency in American society.

12. Book reports that can be given to the teacher orally or written using at least three pages to describe the basic plot or theme of the book, the main characters and their role in the book and the topic(s) concerning juvenile delinquency described.

13. A slide-tape presentation developing a basic theme relating to juvenile delinquency.

14. Camera-picture project arranged into a collage type of presentation.

15. Make a booklet using newspaper articles concerning juveniles either doing positive or negative things. Complete the assingment by describing each article and explaining why it should concern us.

16. Arrange to bring in a guest speaker. Be sure to talk to your teacher before you ask him or her to come in.

17. Collect a series of cartoons from the newspaper and magazines relating to juvenile delinquency or draw at least four of your own, showing various aspects of juvenile delinquency.

18. Research report using at least three different sources. One of the sources must be something other than an encyclopedia. Report should be at least three to four pages or more long.

19. Poetry - original (your own). Grade will be based on length, message, and creativeness.

20. Make a book collage combining both pictures and writing, maybe even poetry.

21. Interview a clergyman (men) on what he (they) feel is the major reason for crime in America and what his (their) attitudes and/or suggested solutions are about juveniles and juvenile delinquency.

22. Your own idea (talk to your teacher first and get approval before beginning).

LOGBOOK FOR

LAW: YOU, THE POLICE, AND JUSTICE

(Scholastic Book Services, 1971)

NAME_____

HOUR_____

READINGS

1. What Does Law Mean to You? p. 11
2. How Much Do You Know about Law? p. 12
3. Is Somebody Breaking a Law? p. 16
4. How Does Law Affect Your Life? p. 25
5. No Place to Go p. 33
6. How Do You See a Policeman? p. 47-48
7. The Restless Ones p. 49
8. What Should You Do When a Policeman Makes a Mistake? p. 61
9. Acting Out a Trial p. 67
10. Behind the Wheel p. 79
11. The Missing Lunches p. 91
12. What Should You Do As a Good Citizen? p. 97
13. The Take-Over p. 115
14. What Are the Rights of the Accused? p. 124
15. A Convict Who Changed the Law p. 129
16. Where Is Maria? p. 139
17. A Girl Is Murdered p. 149
18. Tape--Law: You, the Police, and Justice. (This is an optional activity.)

WHAT DOES LAW MEAN TO YOU?

SEE PAGE 7

A. The picture that best suggests what law means to me is _____.
(number)

My reason for this choice is:

B. You may see law in a different way. If you do, use the space below to draw your own picture of what law means to you. Or, if you prefer, find such a picture in a magazine or newspaper and attach it below.

C. What do you think is the best definition of law? Take time to consider the ones you have read or discussed, and then answer by finishing this sentence--in your own words:

Law is

HOW MUCH DO YOU KNOW ABOUT LAW?

A. Answer - in one or two sentences - each of these questions:

(Case 1) Why do you think the law holds the man selling the alcoholic drink responsible?

(Case 3) Why do you think it is against the law to knock somebody down?

(Case 5) Should the law keep an employer from denying a person a job because of his race or color? _____(Yes or No)

The reason for my answer is:

B. (1) Criminal laws deal with

(2) Civil law deals with

(3) Joe Gray sues Pat Jackson for damages to his car in an accident. This is an example of a case in _____.
(criminal or civil law)

(4) John Logan is tried in police court for breaking windows at the high school. This is an example of a case in _____.
(criminal or civil law)

IS SOMEBODY BREAKING A LAW?

Write one paragraph - or more - on one of the following topics:

AN EXAMPLE OF LAW-BREAKING IN MY NEIGHBORHOOD

THE LAST TIME I BROKE A LAW

I SAW A LAW BROKEN

_____

(NAME OF TOPIC)

HOW DOES LAW AFFECT YOUR LIFE?

The law that helps me most is

If I had the power, the first law I would get rid of is

My reason is

The first law I would pass is

Such a law is needed because

NO PLACE TO GO

If I were given the chance to speak at the store owner's rally, here are three main points I would make:

1.

2.

3.

HOW DO YOU SEE A POLICEMAN?

Choose one of the following ways of telling what you see in the picture on page 47, using the space below.

1) Be the boy in short sleeves and tell what just happened.

2) Be the policeman and tell what just happened.

3) Write a short conversation between the boy in short sleeves and the policeman.

Choose one of the following ways of telling about the picture on page 48.

1) Be the policeman.

2) Be the little boy.

3) Be a bystander.

THE RESTLESS ONES

If I were the teacher, I would ask the following questions about this story:

(a)

(b)

(c)

WHAT SHOULD YOU DO WHEN A POLICEMAN MAKES A MISTAKE?

A. Choose one of the following questions and answer it in the space below.

(1) If you had been John, what would you have done--or not done?

(2) If you had been Pete, what would you have done--or not done?

B. Suppose you were a policeman. Think about it a moment---the power, the danger, the responsibility. Then decide what you would do in each of the following situations. Draw a line under your answers or add your own.

1. You see a young boy dump a garbage can in the street. You tell him that what he has done is against the law. He sasses you. You (a) warn him; (b) scare him by pretending to arrest him; (c) hit him once or twice with your billy club; (d) report him to his parents; (e) try to reason with him; (f) arrest him; or (g) _____

2. You see two teenagers standing on a corner. It is late at night and they have been standing there for some time. They look suspicious to you. You (a) arrest them; (b) say, "Get on home, you punks!" (c) ask them who they are and what they're doing there; (d) order them to go home and wave your billy club to show you mean it; (e) leave them alone; (f) _____

3. You are trying to arrest a drunken man who is yelling at people on the street. Suddenly a crowd begins to gather. They tell you to let the man go. You tell them you have to take him to the station house. The crowd begins to threaten you. You (a) let the man go; (b) call for help on the police radio; (c) fire over the heads of the crowd to scare them; (d) try to persuade the crowd that you're right; (e) shoot the leader of the crowd; (f) _____

4. You try to break up a fight between two teenagers. One of them draws a knife and starts toward you. You warn him to drop the knife, but he won't do it. You (a) back away and call for help; (b) use your club on him; (c) shoot over his head as a warning; (d) try to wrestle the knife from him; (e) shoot at his hand; (f) shoot to kill; (g) _____

5. You are on riot duty. You have an automatic rifle. There are reports that a sniper has been firing from an apartment building. You (a) keep under cover and try to spot the sniper before firing; (b) spray every window with bullets; (c) call your commanding officer for help to search the building; (d) keep under cover and hope the sniper misses his targets; (e) _____

ACTING OUT A TRIAL

Suppose you are a member of the jury in the case of "The People against John Jones and Pete Young." You have heard the case and are now ready to vote. What is your verdict for John?

_____
(guilty or not guilty)

WHY?

What is your verdict for Pete? _____
(guilty or not guilty)

WHY?

BEHIND THE WHEEL?

Do you think driving laws are strict enough? _____
(yes or no)

Why --- or why not?

THE MISSING LUNCHES

Suppose you were Ken. What would you do? (Draw a line under your answer.)

a. Beat up Bill the next morning.

b. Report him to the principal.

c. Report him to his parents.

d. Wait to see if Bill is the person stealing lunches every day---and if he is, report him to the police.

e. Tell Bill that you saw him take the lunch, ask him why he did it, and try to persuade him to change his ways.

f. Find out if Bill is hungry, and if he is---share your lunch with him.

g. Forget the whole thing.

h. (Something different from all of these.)

Now, give the main reason for your choice:

Write your reaction to the pictures and captions on pp. 98 and 99.

1. Zip Code

2. Support Your Government

3. Spy on Foreigners

4. Vote

5. Write Your Congressman

6. Help the Police

7. Shovel Your Sidewalk

8. Break Up Peace Rallies

THE TAKE-OVER

List six basic rights that you found violated by the Officer and the Private - representing the Big Boss - in this play:

1.

2.

3.

4.

5.

6.

WHAT ARE THE RIGHTS OF THE ACCUSED?

A. Draw a line under the answer you agree with:

People accused of crime have
(a) too many rights;
(b) too few rights;
(c) just enough rights.

Now, give a reason for your answer:

B. Think about the four main ideas back of the Supreme Court's rulings on the rights of the accused. Which do you think is the most important?

Why?

A CONVICT WHO CHANGED THE LAW

A. Put a check mark alongside the statement below that you most agree with.

In practice, "government of the people, by the people, for the people" means that:

_____Politicians say that "the people" govern. But they really run things to suit themselves and a few other people with power.

_____The majority of the people rules. Once most of the people have voted for something--through their representatives--there is nothing someone who disagrees with the majority can do to change things.

_____One individual can't do anything about government. Only a large group of people can really influence things.

_____Every citizen can have some influence on government if he uses his rights under the Constitution.

The reason for my answer is this (two or three sentences):

B. Suppose you think a law is wrong. Or suppose you think the government, or someone with authority over you, is doing something wrong. What is the best way to bring about a change? Some ways are listed below. Choose the way you think is best and put the number 1 below it. Then choose the way you think is next best and put the number 2 under it. Number your third choice 3 and keep on until you have numbered all the pictures in this way. (Number 9, of course, will be the way that you think is worst.) On another sheet of paper give the main reason for your choice.

Voting	Signing Petitions
_____	_____
Violence against people	Writing letters to your representative
_____	_____

Taking part in lawful, peaceful demonstrations

____

Working with a political party, or some other groups

____

Going to court

____

Taking part in peaceful but unlawful demonstrations

____

Violence against property

____

WHERE IS MARIA?

After you have read the play and thought about the questions at the end of the selection, tell what you think should happen after Mr. Beck says "What's the trouble?". (Write an added scene with conversation, or write a paragraph giving your answer to the problem.)

A GIRL IS MURDERED

Think about this story of an actual murder and of the 38 people who watched it without doing anything to help the victim. Think of what they might have done and of the reasons they may have had for not doing anything. Then pretend you had been there--in one of the apartments where you could hear and see what was happening. You have just heard Catherine scream: "Oh my God, he stabbed me!" You look out the window...

Tell what--if anything--you would do, and why:

SIDE ONE
BAND 2: STUDENTS TALK ABOUT THE POLICE

Think of what the young people, on this part of the record, say about the police. Then see if you can find out what people in your community (or school) think about them.

You can do this by taking a sample of opinion, as if you were an interviewer for the Gallup Poll or the Harris Poll. You ask at least six people this question: WHAT DO YOU THINK ABOUT THE POLICE? (Ask more, if you have the time.) Be sure to ask different kinds of people, old and young, male and female, white and nonwhite. Write their answers on a separate sheet of paper.

Look over the answers. Put those that are mainly favorable to the police in one pile; those that are mainly critical in a second pile; and those that are mixed in a third pile. Then choose one answer from each pile that seems to you to give the most typical (or average) view.

Write the three answers below:

1.

2.

3.

BAND 3: ONE POLICEMAN'S OPINION

This policeman says that there are some "brutal policemen." Do you agree? _____(yes or no)

If your answer was Yes, write what you think whould be done about "brutal policemen."

BAND 4: PROBLEMS THE POLICE FACE

Think of what you have heard about the attitudes of policemen toward the public and toward their work. Think, too, about the problems the police face.

Then write three things that you think should be done to improve relations between the police and other people:

1.

2.

3.

BAND 5: GIRL IN JAIL

Think carefully about what this girl says, the kind of person she seems to be, and anything else that might help you to decide if she is guilty of burglary (looting). Write your opinion and give your reasons for it.

I think she is _____.
(guilty or not guilty)

My reasons are:

SIDE TWO
BAND 1: TRIAL

Consider with care everything that is said during the trial. Then answer the question below and give the reasons for your answer.

Do you agree with Judge Kaplan's final decision? _____
(Yes or No)

My reasons are:

BAND 2: WHY ANGEL DIDN'T RUN

At the end, Angel says: "I'm going to prove right to him"--the Judge. Do you think he means it? Do you think he will be able to go straight in the future? As you think about the answers to these questions, consider all you have learned about Angel. Then, using the space below, do one of the following:

1. Answer the question--"Will Angel be able to go straight in the future?" and give a reason for your answer.
2. Describe Angel's life ten years from now.
3. Tell a brief story about what you think will happen to Angel during the next ten years.
4. Tell what you would say to the judge if you had the chance.

_____
(Topic)

60

BAND 3: THE JUDGE EXPLAINS

Think of what the judge says about law and justice. The judge says he treats "every case as an individual human being." Do you believe he does? Think about the way he treats Angel, the reason he gives for his final decision at the trial--and what he says about vengeance.

Then, in the space below, tell what justice means to you. Be sure to support your definition with at least one example.

CRIME AND JUSTICE

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CRIME AND JUSTICE

Teaching Outline

Generalization: Our society lives on a foundation of laws and our continuing survival as a group depends upon how well we understand, respect and defend these laws. Crime harms all people and the criminal justice system provides a means of combating crime. Law enforcement is not a game of cops and robbers, in which the citizens play the trees.

Terminal Behavioral Objectives:

1. Each student will complete a project of his own choosing that illustrates a knowledge of one or more of the key concepts of this unit.

2. Each student will be able to list six factual statements and six value statements about the topic.

3. Each student will get a majority of the items correct on a test of the key concepts.

4. Each student will complete the selected stories and logbook activities for this unit.

Key Concepts:

crime
justice
law
rehabilitation
prison
recidivism
due process elements
police
jury
adversary system
judge
defense
prosecution
parole
Huber Law
capital punishment
precedent
trial court
appellate court
original jurisdiction
F.B.I.
organized crime
federal jurisdiction
state jurisdiction
felony
misdemeanor
violence
bail
white collar crime
appeal
plea bargain

Week One

Day 1 - Give pre-test. Conduct a discussion based on the answers given to each item. Explain and hand out Crime and Society reading and logbook worksheets. These will primarily be a homework assignment due at the end of the unit.

Day 2 - Show the first part of the filmstrip, Violence in Society. Have the students write answers to the items on the discussion sheet. Encourage dissenting opinions on the issues raised.

Day 3 - Show the second part of the filmstrip, Violence in Society. Have the students write answers to the items on the discussion sheet. Encourage dissenting opinions on the issues raised.

Day 4 - Have students read pp. 8-14 with appropriate stops for decisions and discussions. Then outline the different types of murder and manslaughter according to Wisconsin Statutes. Then have the students reconsider the proper charge for each case under Wisconsin law. Be sure to include penalties for the various offenses.

Day 5 - Have students read pp. 14 and 15. In each case, be sure to outline Wisconsin Statutes, including the penalties. Be sure to outline the new law on rape. Allow students ample opportunity to ask questions on each topic of crime.

Week Two

Day 1 - Have students read pp. 16-21. Be sure to let students ask questions on each item. Have the students do the exercises individually on pp. 22-24.

Day 2 - Show both parts of the filmstrip, Fight Against Crime. Have the group complete the handout sheet by soliciting and discussing possible answers until the group agrees that it has the best answer.

Day 3 - This class period is designed to have students work at their own pace in the short logbook, Crime and Society.

Day 4 - Play the simulation, Police Patrol. Have a volunteer group play a demonstration round before the whole class. The teacher and a law enforcement officer will debrief this demonstration group. Then divide the class into four equal groups and have each group play their incident at the same time. The teacher and law enforcement officer will debrief each of these groups in turn.

Day 5 - The teacher will read the fourth amendment to the class. Show the filmstrip, Search and Seizure. (Activities for the next three days are all taken from this kit.) Read the following short articles from the kit:

The Right to be Left Alone p.3
Take Hold, Burn Those Books pp. 4-5
The Searches That Sparked Our Revolution pp. 5-6

Do Attitude Survey #1. Discuss briefly. Read the following short articles:

The Search for Communist Books pp. 10-11
The Car Search: Suspicion or Cause pp. 11-12
State Troopers and Long Haired Travelers pp. 12-14
Getting the Goods on Suspected Felons pp. 14-16

Have the students do Concept Quiz #1.

Week Three

Day 1 - Do Attitude Survey #2. Discuss briefly. Read the following short articles:

Can the Police Search Your Stomach p. 19
The Blood Test vs. Highway Safety p. 20
Get Up On That Bar and Dance pp. 22-24
A Rough Raid At The Wrong House pp. 24-27
Mistaken Raids: Are There Many? pp. 27-28

Do Attitude Survey #3. Discuss briefly. Read the following short articles:

The Case of Miss Dollree Mapp pp. 29-31
Evidence of Murder, But Was the Warrant Valid pp. 31-33
After the Riot, A Search for Weapons pp. 38-40
The Evidence Under the Fingernails p. 40

Have the students do Concept Quiz #2.

Day 2 - Read the following short articles:

The Case of the Baltimore Rats pp. 43-44
The Welfare Workers, Home Visit pp. 45-46

Do Attitude Survey #4. Discuss briefly. Read the following short articles:

The Phone Both: Public or Private? p.50
A National Security Staff Man is Outraged pp. 50-51
The Girlfriend With the Body Set pp. 52-54
Warrants, Taps and The National Security pp. 54-55
Debugging: Now A Profitable Business pp. 55-56

Have the students do Concept Quiz #3.

Day 3 - Show the filmstrip, Fair Trial. (Activities for the next three days are all taken from this kit.) Do Attitude Survey #1. Discuss briefly. Read the following short articles from the kit:

The Case of Ernest Miranda p. 8
Mr. Lincoln and the Lying Witness p. 13

Do Attitude Survey #2. Discuss briefly.

Day 4 - Do Attitude Survey #3. Read the following short articles:

Twelve Angry Men pp. 22-27
The Haymarket Trial pp. 28-30
A Klan Attorney Addresses The Jury pp. 32-33

Have the students do Concept Quiz #1. Read the following short article:

Judge Hoffman and the Chicago Seven

Day 5 - Do Attitude Survey #4 & #5. Read the following short article:

Due Process of Law, or Carnival? pp. 48-53

Have the students do Concept Quiz #2. Read the following short articles:

Jammed Courts, No Bail, Can Mean A Long Wait in Jail pp. 59-60
Plea Bargaining: Is This the Way to Speed Up pp. 60-61
The Supreme Court Rules on Plea Bargaining pp. 61-62

Do Concept Quiz #3.

Week Four

Day 1 - Show the filmstrip, The Justice Game, The Rules. Have the group discuss the best answer for each item on the discussion sheet.

Day 2 - Show the filmstrip, The Justice Game, We The People. Have the group discuss the best answer for each item on the discussion sheet.

Day 3 - Show the filmstrip, The Justice Game, Innocent Until Proven Guilty. Have the group discuss the best answer for each item on the discussion sheet.

Day 4 - Show the filmstrip, The Justice Game, The Stakes. Have the group discuss the best answers for each item on the discussion sheet.

Day 5 - A resource person, a practicing criminal lawyer, will illustrate pretrial discovery techniques and basic courtroom procedure in preparation for a mock trial.

Week Five

Day 1 - The teacher will explain the general outline of the mock trial, Innocent Until. He will then list the various role profiles to be used in the simulation. The students will then list four preferences in rank order. The sutdents will use any remaining time to work on reading logbooks.

Day 2 - All role profiles will be assigned. The teacher will meet briefly with the teams of lawyers to get them started. The teacher will then offer to help any other students who do not understand their role profiles. All students, except the lawyers, will work on reading logbooks. Lawyers will then begin their pre-trial discovery proceedings by calling individual witnesses for questioning.

Day 3 - Lawyers will continue their pre-trial discovery proceedings. All other students will work on reading logbooks.

Day 4 - The trial will begin according to the suggested procedures.

Day 5 - The trial will continue until all witnesses have been called. The judge will instruct the jury. The jury will debate the verdict publicly. The teacher and possibly a resource lawyer will debrief the game for the students.

Week Six

Day 1 - The teacher will read the explanation of plea bargaining on pp.6,7, & 10 of the director's manual for Plea Bargaining and carry out the instruction to allow students to choose roles. Then hand out instruction sheets for the various roles.

Day 2 - Hand Case Reports and Case Notes to the various role players. The role players have twenty-five minutes in which to prepare their various jobs. Then the judges open their courts and begin to hear cases.

Day 3 - The entire hour will be devoted to playing the game. Judge will call cases at his discretion.

Day 4 - Teacher will debrief the game using the questions on pp. 16 and 17 of the director's manual.

Day 5 - Students may use this day to work on their reading logbooks.

Week Seven

Day 1 - Show the filmstrip, Prisons and Prison Reform, Part I. Have the group discuss the best answers to each item on the discussion sheet.

Day 2 - Show the filmstrip, Prisons and Prison Reform, Part II. Have the group discuss the best answers for each item on the discussion sheet.

Day 3 - A resource person will discuss the rehabilitation system in our state. The resource person could be a state corrections parole officer, a volunteer parole supervisor, a director of a halfway house or group offenders home or a convict from the Fox Lake Young Offenders Prison.

Day 4 - The teacher will provide each student with a list of the key concepts. After illustrating the difference between fact and value statements, the teacher will ask the students to compose six fact and value statements about the topic. Any remaining time can be used for reading logbooks.

Day 5 - The teacher will give the students a test on the key concepts. When all the students have finished, the teacher shall give the correct answers and encourage discussion about disputed points.

BIBLIOGRAPHY

CRIME AND JUSTICE

TEXTBOOKS

Bassiouni, M. Cherif et al. Crimes and Justice (Justice in America Series), Houghton Mifflin (Dept. M, One Beacon St., Boston, Mass. 02107), 1969. $2.28.

Arener, Sandra Sanders. Crime and Society: The Challenge We Face, Scholastic Book Services (904 Sylvan Ave., Englewood Cliffs, N.J. 07632), 1975. Anthology, logbooks, record, poster set, teaching guide, $99.50 (components also available separately).

GAMES & SIMULATIONS

Innocent Until. Games Central (Abt Associates, Inc., 55 Wheeler St., Cambridge, MA 02138), 1972. $34.00. Grades 7-12; 13-32 players; 3-9 class periods.

Jurisprudence. Jurisprudence, Ltd. (1 North LaSalle St., Chicago, IL 60602), 1974. $10.00. Grades 7-12; 2-4 players; 45 mins.

Plea Bargaining; A Game of Criminal Justice. Simile II (P.O. Box 1023, La Jolla, CA 92037), 1974. $17.50 (18 student kits), $25.00 (35 student kits). Grades 9-12; 11-35 players; 4 class periods or one 4-hour session.

Police Patrol. Simile II (P.O. Box 1023, La Jolla, CA 92037), 1973. $12.50. Grades 7-12; 20-35 players; 1-5 class periods.

A/V MATERIALS

Fair Trial. (Fundamental Freedoms series). Xerox Education Publications (Education Center, Columbus, Ohio 43216), 1973. $45 (color filmstrip, record or cassette, 30 activity books, 16 duplicating masters, teacher's guide).

The Fight Against Crime. Guidance Associates (757 Third Ave., New York, NY 10017), 1971. $59.50 (2 filmstrips with cassettes/records, teacher's guide).

The Justice Game. Schloat Productions, Inc. (150 White Plains Road, Tarrytown, NY 10591), 1974. $70.00 (4 filmstrips with records), $85.00 (with cassettes), teacher's guide.

Prisons and Prison Reform. Scott (Holyoke, Mass. 01040), 1974. $37.00 (2 filmstrips, 2 tapes).

Search and Seizure. (Fundamental Freedoms series). Xerox Education Publications (Education Center, Columbus, Ohio 43216), 1973. $45 (color filmstrip, record or cassette, 30 activity books, 16 duplicating masters, teacher's guide).

Violence in Society. Scott (Holyoke, Mass. 01040), 1974. $37.00 (2 filmstrips, 2 cassettes).

LAW-RELATED ACTIVITIES

Suggested Student Project Activities

1. Opinion survey of attitudes held by adults about crime with at least 10 crime-related questions asked of at least 15 adults.

2. Investigate and report on the anti-crime techniques (shoplifting, robbery, vandalism, theft, etc.) used by three stores in your community (an interview with the manager might help).

3. Visit Court House and view a trial and complete court visitation sheet. Visitation sheet and a report of at least two pages describing what you saw and how you felt about the trial complete the assignment.

4. Visit Rock County Jail and report to class. Report may be accomplished with slides and taped interviews.

5. Make up a court case and act it out for the teacher. Trial should not last more than 15 minutes.

6. Write a story, diary, report, as if you were a police officer describing your role (job) in law enforcement.

7. Write a story, diary, report, as if you were an individual resorting to crime to satisfy your needs. (Explain those things that are causing you to resort to crime.)

8. Do a collage showing one or more aspects of crime in American society.

9. Do a book report that can be given to the teacher orally or written, using at least three pages to describe the basic plot or theme of the book, the main characters and their role in the book, and the topic(s) concerning crime and/or justice described.

10. Prepare a slide tape presentation developing a basic theme concerning crime and/or justice.

11. Do a camera picture project arranged into a collage type of presentation.

12. Make a booklet using newspaper articles concerning crime and/or justice. Complete the assignment by describing each article, explaining why it should concern us.

13. Arrange to bring in a guest speaker. Be sure to talk to your teacher before you ask him or her to come in.

14. Collect a series of cartoons from newspapers and magazines relating to crime or draw at least four of your own showing various aspects of crime and justice.

15. Do a research report using at least three different sources. One of the sources must be something other than an encyclopedia. Report should be at least three to four pages long.

16. Poetry--original (your own.) Grade will be based on length, message and creativeness.

17. Make a book collage combining both pictures and writing, maybe even poetry.

18. Interview a clergyman (men) on what he (they) feel is the major reasons for crime in America and what his (their) attitudes and/or suggested solutions are about crime and justice. (Talk to your teacher first.)

19. Your own idea. (Talk to your teacher first and get approval before beginning.)

20. Go on a police ride-along and write a three or more page report about your experience. Ride-along must be approved by both police or Rock County Sheriff and teacher.

21. Work alongside an attorney and report (3 pages or more or give an oral report to the class of at least 5 minutes) on the various aspects of his job and what he must do to prepare a case.

22. Work alongside a police dispatcher and report (3 pages or 5 minutes oral) on the kinds of calls that come in during the day and what he does with the calls.

COURT OBSERVATION RECORDS - CRIMINAL DIVISION

DATE _____ JUDGE _____

CHARGE _____

STAGE OF TRIAL _____

VERDICT OF JUDGE OR JURY _____

STATE'S WITNESSES (if appropriate) _____

_____

_____

DEFENSE'S WITNESSES (if appropriate) _____

_____

_____

DATE CRIME ALLEGEDLY OCCURRED _____

COMMENTS/NOTES _____

_____

_____

COURT OBSERVATION RECORDS -CIVIL DIVISION

DATE _____ JUDGE _____

TYPE OF COURT _____

NATURE OF SUIT OR PROCEEDING _____

_____

PLAINTIFF'S CLAIM _____

_____

_____

DEFENDANT'S CASE _____

_____

DATE OF CLAIM OR INCIDENT _____

_____

ADDITIONAL NOTES _____

_____

_____

Name_____
Hour_____

Pre-Test

Crime and Justice

Matching - Use a choice only once. Use all choices.

_____ 1. felony
_____ 2. intent
_____ 3. homicide
_____ 4. defense
_____ 5. parole
_____ 6. capital punishment
_____ 7. precedent
_____ 8. bail
_____ 9. jury
_____10. adversary system
_____11. misdemeanor
_____12. appeal
_____13. plea bargain
_____14. Huber law
_____15. recidivism
_____16. prosecution
_____17. judge

A. To leave prison early with rules to follow
B. Determines verdict
C. Asking for a reconsideration by a higher court
D. Administers the law and decides sentencing
E. Go to prison more than once
F. Deliberately do something
G. A serious crime you could go to jail for
H. An earlier decision of the Supreme Court
I. The taking of someone's life illegally
J. The government, represented by the district attorney during a trial
K. A less serious crime
L. The arrested person and his lawyer in a trial
M. Be released from jail during the day
N. Money that the accused pays to be free before his trial but after his arrest
O. To be killed by the government for a criminal act you had done
P. To have two sides debate and bring out the facts before an impartial body to determine which side is right
Q. To plead guilty to a less serious crime than the one an accused was first charged with

Name_____
Hour_____

Crime and Justice Unit

Filmstrip: Violence In Society
Part I

1. Name at least three types or examples of violence that have shaped our nation. _____
_____
_____

2. What promises weren't kept during the 1960's? _____
_____

3. At what groups of people were such promises primarily aimed? _____
_____

4. Who made these promises? _____
_____

5. What is an example of "collective violence"? _____
_____

6. What type of incident might turn discontent and frustration into actual violence? _____
_____

Part II

1. Describe an example of a strict pistol law. _____
_____

2. Why do many who favor gun legislation feel that hand weapons in particular deserve tight control? _____
_____

3. Name an organized group that is a major element of the gun lobby. _____
_____

4. How much support has gun control legislation received in Congress? _____
_____

5. If crime is only a symptom, what is the disease? _____
_____

Name _____
Hour _____

Crime and Justice Unit

Filmstrip: Fight Against Crime
Part I

1. What percentage of the crimes committed go unreported? _____

2. What is former Attorney General Ramsey Clark's opinion of the Causes of Crime? _____

3. In what area of most American cities is the crime rate the highest? _____ Why? _____

4. What is meant by "Crime that goes unpunished breeds crime"?: _____

5. What is meant by white collar crime? _____

Name _____
Hour _____

Crime and Justice Unit

Filmstrip: Fight Against Crime
Part II

1. What is meant by a balance between liberty and safety in regard to dealing with the problem of crime? _____
_____

2. How many police officers does the United States have? _____

3. Why have police forces had trouble attracting college-educated men? _____
_____

4. In what sense have many policemen become isolated from the community? _____
_____

5. What appears to be the major reason why courts are failing to do their job? _____
_____

6. What is the basic condition of most American jails and prisons? _____
_____
_____

Name _____
Hour _____

Crime and Justice Unit

Filmstrip: The Justice Game - The Rules
Part I

I. Recalling Information

1. What is the basic law of nature? _____
2. Why did men have to create institutions? _____
   _____
3. When does the justice system operate? _____
4. What rights are told to a suspect when he is arrested? _____
   _____
5. What are the three steps of the legal process? _____
   _____ _____

II. Analyzing Information

Place an "F" next to statements of fact and and "I" next to those of influence.

1. _____ Both prosecutor and defense attorney are trained in the administration of law.
2. _____ Each attorney will only use evidence that helps his client.
3. _____ The liquor store robbery involved "assult with a dangerous weapon".
4. _____ The suspects were told of their right to remain silent.
5. _____ The robbers were careful not to stab the witness in a fatal spot.
6. _____ A suspect who did not know his right to remain silent would still not confess.
7. _____ Every suspect insists he is innocent no matter what the evidence.
8. _____ The victim's record of arrest for car theft makes his own testimony less likely to be true.
9. _____ The rules of arrest require reasonable ground to believe a person is guilty before arresting him.
10. _____ The rules of evidence specify that some methods of gathering evidence are improper.

Name _____
Hour _____

Crime and Justice Unit

Filmstrip: The Justice Game - We The People
Part II

I. Recalling Information

1. Why did the stabbing victim say, "Where is the law? I want justice."
_____

2. Why wasn't the fact that the suspect wore a yellow sweater a strong piece of evidence? _____
_____

3. Why wasn't the prosecutor willing to devote a lot of time to the case?
_____

4. What did the prosecutor mean by "the criminal's ace is time" in this game? _____

5. Why might the stabbing victim not be a good witness? _____
_____

II. Analyzing Information

1. What did the detective mean by "We can only work with what we have."
_____

2. Why would the store owner hesitate to identify the robbers? _____
_____

3. Why do you think prosecutors only bring 10% of their cases to trial?
_____

4. Why are the conflicting statements of the two defendants important?
_____
_____

5. Why is meant by letting the defendant "walk for time served"? _____
_____
_____

III. Evaluating Information

1. The stabbing victim said, "and this is what I get? Outa work, hospital bills . . ." Should he get some kind of compensation for this?
_____From whom? _____How? _____
_____

Name _____
Hour _____

The Justice Game - We The People
Page 2

2. How fair is the deal whereby a criminal "helps the court by pleading guilty, and the court repays him with a lighter sentence"? _____
_____
_____

3. The prosecutor listed the previous records of the defendants as a factor in his case against them, should these be considered? _____
_____

4. The victim complained that the criminal could be out free while the victim remains in the hospital. Doesn't such a situation destroy respect for law? _____
_____

5. If plea bargaining gets a criminal out of jail sooner, he can commit more crime. Isn't it better to take a longer time and try for full conviction? _____
_____

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Name _____
Hour _____

Crime and Justice Unit

Filmstrip: The Justice Game
Part III
Innocent Until Proven Guilty

I. Recalling Information

1. Why do the disadvantaged see the legal system as the enemy? _____
_____

2. What did the defense attorney think was the worst problem for her client? _____
_____

3. What did the attorney offer her client? _____
_____

4. What was the defendant's reaction to a long delay in standing trial? _____ Why? _____

5. Why did the attorney refuse to let her client plead guilty to a lesser job? _____

II. Analyzing Information

1. Why might a tax cheater have a better chance in court than a store robber? _____

2. Why wasn't it likely that the defendant could be released on low bail?
_____

3. What will be the effect on the defendant (in jail) of his attorney's delaying tactics? _____
_____

III. Evaluating Information

1. Do you really assume he is innocent until proven guilty? _____
Should you? _____

2. When the attorney specified that she would not let her client plead guilty to a lesser charge if he was innocent, the client said, "Okay - you win - I'm guilty. I did it." In view of his fear of a long delay, might he now be lying? Should he? _____
Would you? _____

Filmstrip: The Justice Game - The Stakes
Part IV

I. Recalling Information

1. What advantage did the attorney feel wealthy defendants had over poor ones? _____

2. What were some of the charges about abuse of bail? _____
_____

3. What did the prosecutor feel was making respect for law fade? _____
_____

4. What effect might delays have on police? _____
_____

5. What effect might delays have on victims? _____
_____

6. According to the prosecutor, what is the best remaining deterrent to crime? _____

II. Analyzing Information

1. How can the bail system punish without a trial? _____
_____

2. The attorney claimed that "Delay never hurts the defense." Is this always true? _____
_____

3. Why does swift arrest after a crime have deterrent value? _____
_____

4. What issues in this case demonstrate problems inherent in the enormous growth of our population? _____
_____

Name _____
Hour _____

Crime and Justice Unit

Filmstrip: Prisons and Prison Reform
Part I

1. In what ways are juvenile detention institutions different from adult prisons? _____
_____
_____

2. Is our country's prison population rising or declining? _____

3. Do you feel that jails are the main problem with our criminal justice system? _____Explain _____
_____
_____

Part II

1. Who doesn't belong in prison? _____
_____

2. Who does belong in prison? _____
_____

3. What are some alternatives to imprisonment that involve the community?
_____
_____

4. How effective are the majority of prison jobs in preparing inmates to earn a living on the outside? _____

5. Do you agree that prisons fulfill none of their functions? _____
_____

6. Why do you suppose most people are reluctant to abolish prison altogether? _____
_____

Crime and Justice Unit

KEY CONCEPT TEST

WRITE YOUR ANSWERS ON THE ANSWER SHEET. DO NOT WRITE ON THE TEST.

Multiple Choice - Place correct letter in the blank on the answer sheet.

_____ 1. If you have committed a felony, you have committed a

a. less serious crime than a misdemeanor
b. misdemeanor
c. serious crime

_____ 2. Both murder and manslaughter can be considered

a. misdemeanors
b. premeditated -(planned) crimes
c. homicides

_____ 3. If the teller at the Podunk Bank embezzled $20,000, his crime would be considered a form of

a. robbery
b. theft
c. burglary
d. shoplifting

_____ 4. Taking a five-dollar piece of costume jewelry from a department store is considered

a. a felony
b. all right by the store
c. shoplifting
d. robbery

_____ 5. To burn down your own house to collect insurance money would be called

a. robbery
b. theft
c. larceny
d. arson

_____ 6. Sticky Fingers has been arrested 16 different times for being a pickpocket and sent to prison 15 times. A term that describes Sticky being sent back to prison so many times is

a. recidivism
b. rehabilitation
c. parole
d. bail

_____ 7. Instead of locking someone in jail all of the time, the government allows a convicted person to work during the day, but return to jail during the non-working hours. This is called

a. parole
b. Huber Law
c. bail
d. probation

_____ 8. If you commit a crime in Rock County, the Court of Original Jurisdiction would be the

a. State Supreme Court
b. Federal Court of Appeals
c. Rock County Court
d. Walworth County Court

_____ 9. Which one of the following crimes would not be a felony?

a. auto theft
b. murder
c. child abuse
d. drunken driving

_____10. If a person is let out of jail earlier than his sentence requires, but still has some rules to follow, he has been let out on

a. probation
b. parole
c. bail
d. probable cause

_____11. To put someone in prison and try to make him a better person and give him skills is called

a. rehabilitation
b. precedent
c. parole
d. recidivism

_____12. Which of these crimes would be considered a misdemeanor?

a. robbery
b. murder
c. petty theft
d. burglary

_____13. When the Supreme Court makes a ruling on a case, the ruling is used to help decide similar cases in other lower courts. The court's ruling is a

a. precedent
b. plea bargain
c. due process
d. appeal

_____14. Crime that is non-violent and involves respected people of the community is often called

a. misdemeanors
b. rip-offs
c. blue collar crime
d. white collar crime

_____15. A police force that the United States Government has at its disposal to investigate crime is the

a. N.B.A.
b. N.F.L.
c. F.B.I.
d. C.I.A.

_____16. If a person believes his trial was not conducted fairly he can ask a higher court to look over the records of his trial and hope to receive justice. This process is called

a. parole
b. appeal
c. bail
d. rehabilitation

_____17. The two opposing sides during a trial are the

a. Judge and the defense
b. Prosecution and the jury
c. Prosecution and defense
d. Jury and the defense

_____18. Which of the following is an acceptable form of capital punishment?

a. electric chair
b. gas chamber
c. firing squad
d. hanging
e. all of the above
f. none of the above

_____19. Which of the following is not a role that prisons play in our justice system?

a. retribution
b. revenge
c. removal
d. restitution

_____20. Where would you go if you were involved in a legal dispute and wished to get it settled?

a. a court
b. a bar
c. a school
d. a legislature

TRUE or FALSE - Use a T or F in the space on the answer sheet.

_____ 1. The police have the job of enforcing laws that the majority wish enforced.

_____ 2. An alternative to sending someone to prison is to place that person on probation.

_____ 3. Judges decide what is law, juries decide who is guilty or not.

_____ 4. All people, even those who appear the most guilty, must be given their rights protected by the Constitution.

_____ 5. An organized crime operation does not exist anywhere in the U.S.

_____ 6. Only guilty people need a lawyer during a criminal trial.

_____ 7. Because of crowded court schedules, the practice of plea bargaining is often abused in large cities.

_____ 8. If a person is legally arrested, he can be searched and anything found on him may be used against him, even though there was no warrant.

_____ 9. The State has jurisdiction over state law and the federal courts enforce federal law.

_____10. Wire taps, if ordered by a court, can be used for any length of time.

Part III

Match the correct charge to the case. Write the letters on the answer sheet.

Choices

A. 3rd degree murder	D. robbery	G. perjury
B. arson	E. manslaughter	H. no crime
C. theft	F. 1st degree murder	

_____ 1. Jack the Ripper forces a passerby into the nearby ailey, threatens him by holding a knife to his throat, and demands his money. The victim struggles and the knife slits his throat. The victim later dies of the injury sustained.

_____ 2. Four men become involved in a barroom brawl. One of them breaks a chair over another's head. The man later dies of the injuries sustained during the incident.

_____ 3. Horrible Hannah shoves the old neighbor lady and then makes off with the lady's purse containing 15 dollars.

_____ 4. Hasseled Harold is on the witness stand and is being questioned about an armed robbery. He denies having seen the incident in question because of his wife, who is in the courtroom being a good supportive wife. If she finds out that he did indeed witness the armed robbery she will also find out that he was with another woman instead of playing cards that evening. He probably would not have seen the robbery if he had walked down the street a few minutes sooner.

_____ 5. Jack Jones climbs to the top of a high-rise building and begins to snipe wildly into the crowd below with his high-powered rifle. Several persons are killed.

_____ 6. Sam, the owner of a hardware store, is quite despondent about the loss of business he has suffered due to the competition from the new chain stores that have recently entered the area. He sets fire to his store, feeling that the only way he can recover his losses is to collect the maximum on his insurance policy.

_____ 7. Jack Jones is playing frisbee with some friends in a vacant lot. As he chases a particularly wild throw, he keeps his eye on the frisbee and collides with a very small young girl. He knocks her to the ground and she suffers a slight concussion and fractured ribs due to the impact.

_____ 8. Mary Smith rents a car from Hertz and pays for it in advance. After the week is over she does not return the car and despite repeated calls to her from the Hertz agency, she does not bring the car back. Three weeks pass in this fashion.

Adapted from materials developed by Paula Reiton, Milwaukee Public Schools.

ANSWER SHEET

Name _____
Hour _____

Crime and Justice Unit

KEY CONCEPT TEST

Multiple Choice - Place correct letter in the blank.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

True or False - Use a T or F in the space.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part III - Match the correct charge to the case.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Worksheets
for

CRIME AND SOCIETY: THE CHALLENGE WE FACE

(Scholastic Book Services, 1975)

Logbook and Readings

NAME_____

HOUR_____

88

LOGBOOK WORKSHEETS PART 1

I. Find the Criminals

Some of the people in the picture on page 6 may be criminals. Pick out the three most likely looking criminals. What crimes did each commit and what physical features led you to pick them?

Criminal 1:

Criminal 2:

Criminal 3:

II. Rate Yourself: What Does Honesty Mean to You?

Pick either A, B, or C after reading on pages 8 and 9 of your logbook. Remember to keep in mind not only what's best for you but also for the community.

1.	A_____	2.	A_____	3.	A_____	4.	A_____
	B_____		B_____		B_____		B_____
	C_____		C_____		C_____		C_____
5.	A_____	6.	A_____	7.	A_____		
	B_____		B_____		B_____		
	C_____		C_____		C_____		

III. The Policeman Is Your Friend, pp. 12-13

1. What kind of an opinion do you have about Janesville police? Give at least three comments such as friendliness, effectiveness, adequate protection, prejudice, etc.

2. Do you think most people in the community feel the same way? If not, state the differences.

IV. Could You Be a Policeman or Policewoman? pp. 14-15

Could you be a policeman or policewoman? Rate yourself. Put a check next to the things you think you can do:

_____ work well with other people

_____ don't mind working long hours

_____ want to help your community

_____ able to write reports

_____ can follow directions

_____ able to keep your temper in times of stress

_____ willing to work weekends and holidays

_____ able to speak to many different kinds of people

1. Choose one of the situations on page 15 and write out your version.

V. Would you Turn in a Pusher? pp. 17-19

1. Give your opinion on TIP. Is it fair or will it hurt a lot of innocent people?

VI. T.V.--Does it Cause Crime? pp. 20-21

1. What do you think? (Before you answer, consider your own reactions to violent and non-violent shows on T.V.--and the reactions of people you know or know about.)

VII. No More Reform Schools in Massachusetts, pp. 26-27

You Be the Judge

CASE (See "This Child is Rated X")	WHERE I WOULD SEND THIS CHILD (Choose Halifax, Wayside Union, Libra House, or Roslindale. Or write your own idea.)
A youth waiting in jail for trial	
The 1st Youth (Boy 1)	
The 2nd Youth (Girl 1)	
The 3rd Youth (Girl 2)	
The boy whose mother sent him away (See "A Mother")	

VIII, Should Your Parents Pay for Your Crimes? pp. 28-29

After reading page 28, look at the statements below and check the ones you agree with.

_____1. "Parents are responsible for what their children do. They should know where their children are--and what they are doing."

_____2. "Children could use this law against their parents. Let's say a young person is angry with his parents. He might commit a crime just to get his parents in trouble."

_____3. "It's a good law. It will scare kids into behaving."

_____4. "The law isn't fair to poor people. Rich parents can afford to pay fines if their children get into trouble. Poor parents can't. So poor parents would have to go to jail."

_____5. "By the time a young person is in his teens, he is responsible for his own actions. If a teenager gets into trouble, it is his own fault. No one else should be blamed. Besides, it isn't fair to punish one person for something another person did."

_____6. "If parents know they can be punished, they will pay more attention to their kids."

_____7. "This law will force parents to be too strict. The only way parents can keep teenagers from doing wrong is to watch them every minute, and that's not good for the parents or the children."

_____8. "The only thing adults understand is money. So let's hit them in the pocketbook, where it really hurts. Then they will see to it that their kids shape up--and fast!"

IX. Guns: Create Your Own Bumper Sticker. Do it below.

X. White Collar Crime, pp. 32-34

Find a news clipping about a white collar crime and attach it to this page. Or draw a picture or cartoon showing a white collar crime.

XI. If You Saw a Crime, p. 35

If you saw someone being attacked by a criminal, what do you think you would do--and why?

XII. Who Should Pay the Victims of Crime? pp. 36-37

What do you think? Here are some things people have said about paying the victims of crime. Check the statements you agree with. Be ready to explain why you agree with them.

_____1. "The government shouldn't have to pay. The criminals should pay. They should work--either in or out of prison--to earn money. That money should go to the victims of their crimes."

_____2. "The states already have too much to pay for. There are hundreds of crime victims every day. The state could never pay them all."

_____3. "I think victims of crimes should get free medical care. That would take care of the problem."

_____4. "Only poor people who are crime victims should be paid by the state. They need the money. Rich people can take care of themselves."

_____5. "We should spend the money on getting a better police force instead. That will cut down on crimes. Then there will be fewer crime victims."

_____6. "It is the states' job to take care of their citizens. If the state cannot protect people from crime, at least it can help them after the crime. All states should pay victims of crimes."

I. Karen, pp. 7-19

1. What do you think will happen to Karen? (Will she go back to her classes at school? Will she leave home? Will she turn "wild" again and get into more trouble? Will her family and friends learn to accept her?)

2. Do you think the author of this play is too sympathetic with Karen? Suppose Bob was discussing why Karen got mixed up in the robbery. How do you think his version might differ from Karen's?

3. Do you agree more with Mr. Lorenzo or Mrs. Lorenzo?

4. Suppose you had been in the government class. What would you have said?

II. Crime: The Way It Is, pp. 20-33

1. Most people fear violent crimes such as murder, rape, or robbery. But relatively few people are victims of such crimes. On the other hand, few people fear white collar crime. But everyone suffers the cost of it. In view of these facts, do you think it is as important to curb white collar crime as it is to curb violent crime? Why?

2. Do you think a crime committed by a high government official is worse than a similar crime committed by a private citizen? Do we have a right to expect higher standards of conduct from people who hold public office?

3. Most of those who commit violent and property crimes are poor. Why do you think this is true?

4. Estimates show that of 300 crimes committed, only 100 are handled by the police. (100 are not detected, 100 are detected but not reported to the police.) How do you think this situation could be improved?

III. The Shoplifters, pp. 34-36

1. Most shoplifters are women and teenagers from families that are not poor. Why do you think these people, in particular, would be shoplifters?

2. What do you think of such devices as storewide TV cameras and two-way mirrors? Do you think stores should have the power to watch people so carefully (and secretly)? Why or why not?

IV. Gangsters of the Twenties, pp. 37-45

1. Al Capone said, "If I broke the law, my customers were as guilty as I was." Like the gangsters of the twenties, today's mobsters make money by providing things that are illegal such as drugs and gambling. Are their customers guilty too?

2. If gambling, prostitution, and drug use were made legal, would mobsters go out of business? Or just into different businesses?

V. Serpico: An Honest Cop Speaks Out, pp. 46-52

1. In areas like the slums where people see the police openly taking money from gamblers and prostitutes, can the police be effective in enforcing other laws? Why or why not? What is the effect on children and young people?

2. Suppose you were one of the thousands of honest policemen or women in this country, and you found out that one of the cops in your group was "on the take." What would you do?

VI. Three Views of Crime: Cop, Crook, Victim, pp. 53-59

1. Cop--In what way do the police in the article seem different from the police you read about in the previous article? How do you account for the difference? Do you think one article gives a truer picture of the police than the other?

2. Criminal--What would you say were the main motives for this criminal's actions?

3. Victim--To what extent, if any, was Alexander Helmer a victim of his own actions?

   A victim of bad people?

   A victim of society?

VII. What Causes Crime? p. 62

Read the statements about the causes of crime on page 62. Decide which you agree with, which you disagree with, and which you are undecided about. Mark your responses in the appropriate columns below.

	Agree	Disagree	Undecided
1.	___	___	___
2.	___	___	___
3.	___	___	___
4.	___	___	___
5.	___	___	___
6.	___	___	___
7.	___	___	___
8.	___	___	___

VIII. The Phantom, pp. 63-67

1. Why do you think the Phantom (Terry) started stealing?

2. Do you think Terry's problems were mostly the fault of Jeff and Brian? Or do you think Terry's problems were mostly inside himself?

3. Do you think Terry could become a real criminal some day? How can someone like Terry best be helped?

IX. The Group, pp. 68-73

1. All of the members of the group have committed crimes. Is this because there is something psychologically wrong with them?

   Or would you say that they are dealing in their own practical way with the sick society around them?

2. Do you think that an "average" person from a neighborhood like this would have a hard time making good in our society?

   Would you have to be lucky or exceptional in some way?

   How does this compare with your neighborhood?

3. Would you guess that the group members are getting along better or worse than other young people in the same neighborhood? Why?

X. Death after School, pp. 74-80

1. Which person in this play would you say was most to blame for Bernard's death?

"Don't take nothing from no one," said Bernard. He seemed to get this tough-guy attitude from movies he saw on TV. The author of this play apparently believes that TV can help cause violence. Several recent scientific studies support this view. But there is also the view that TV or movie violence can work the other way: This is, it can help viewers get rid of some of the violent feelings they may have. Seeing violence acted out by others helps reduce the urge to be violent yourself, according to this view.

Think about these two views. Then think about your own reactions to TV and movie violence--and the reactions of people you know about. Then answer these questions:

Would you like to see violence reduced in movies and TV? (give your reasons).

Would you like to see it eliminated altogether? (give your reasons).

XI. Five in Judgement, pp. 81-86

1. If you were to list the violent people in this play, would you include the Salesman? Why or why not?

2. What do you believe was the cause of the violence in this play? Each person's individual problems? A tradition of violent behavior in our country? A streak of violence in human nature? Or something else?

XII. Knock on Any Door, pp. 87-92

1. Prisons and reform schools have often been called "crime schools." Do you think they should be called this? Why or why not?

2. Although Knock on Any Door was written more than 25 years ago, many reform schools and children's homes are still a lot like the one in this story. In many areas, however, other methods of dealing with young people are developing. (Massachusetts, for example, has closed down all of its reform schools.) Can you suggest some better ways of dealing with teenagers who have been in trouble with the law?

XIII. A Climate of Fear, pp. 95-102

Do you agree or disagree with this statement:

> "People should not be allowed to own guns of any kind without a special government permit."

Give reasons for your position.

XIV. Watergate: Do You Agree with These Men? pp. 103-105

Think about it: Should people in government always obey orders from higher-ups? From the President's aides? From the President himself? Should they obey such orders even when they think the orders are against the law? Suppose the orders are not against the law but they violate one's sense of what is right and wrong? If you were in government, would you obey orders sometimes...usually...or always? Why?

XV. The "Death Wish" Solution, pp. 108-112

1. Would you yourself become a vigilante and take the law into your own hands?

2. Do you think that certain kinds of people could act like this?

XVI. The Alley, pp. 113-120

Do you agree or disagree with this statement?

> "If we could send an army of Ben Wagners into the slums to help individual young people, we would be able to prevent many crimes."

XVII. Thugs United, pp. 121-125

Do you really think this kind of approach will work?

Can you trust criminals to help keep crime down?

XVIII. Would Ending Poverty and Discrimination Cut Down on Crime? pp. 126-128

What's the real cause for crime: people or conditions such as poverty and discrimination?

XIX. Getting Caught, pp. 129-136

Having read this story, how well do you think the criminal justice system works? Name the part you think is most unfair.

XX. The Death Penalty: You Decide, pp. 137-139

Say yes or no about the death penalty. Give at least two reasons for your answer.

XXI. Growing Up In Prison, pp. 141-150

Mr. and Mrs. Jensen have different views on whether Caril Fugate should have a chance to get out on parole. Which of them do you agree with? Why?

XXII. The "Outside" Is Scary, pp. 151-154

Considering the problems that an ex-con faces, what advice would you give to such a person just before he gets out?